

# St Margaret's Preparatory School



## PSHE and Citizenship

<b>Date Policy Reviewed</b>	<b>Policy Reviewed By</b>	<b>Reason/Outcome</b>	<b>Next Review Due</b>
January 2017	Charlotte Mackle, Carolyn Moss, Tracey Lunn, Brenda Morelli, Louise Laurie	Review	Sept 2020

Parents and carers will be informed about the policy through the School Website where this policy and the policies that are linked to it, are available in full, for parents to view.

## **Our Vision**

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

### **And this is what we aim to do**

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

## **Introduction**

This policy applies to the whole school and to Early Years.

## **Aims and objectives**

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. (PSHE Association)

At St. Margaret's we are aware that these overarching aims mean that we must be sensitive at all times, to the individual needs of our children and must be ready to react to changes in a child's circumstances. This means that PSHE is a subject that is constantly changing and evolving.

At St. Margaret's the wellbeing and safety of our pupils is always our first concern. We are aware that current research indicates that this is best delivered through a carefully planned and enthusiastically delivered PSHE Programme. It is also important to us that the core values of our school are promoted in everything that we do. At St. Margaret's we aim to help all of our pupils to develop their own moral values and to be able to discuss, understand and promote these values. Ultimately we are aware that we need to equip pupils with strategies to enable them to behave according to their own moral code in new situations as they grow up.

### **Creating and safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring that clear 'ground rules' and confidentiality rules are in place in every lesson. These are explained in age appropriate ways and we adhere to the recommended good practice as outlined in the document from the PSHE Association: 'Handling sensitive or controversial issues'.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support as outlined in our 'Safeguarding Policy'.

### **Equality and diversity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring that our 'Equality and Diversity Policy' underpins everything that we do.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with EAL to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by encouraging our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and their responsibilities within society.

This last aim blends very well with the accent on the teaching of **Fundamental British Values: democracy, rule of law, individual liberty and respect and tolerance for different faiths and beliefs**. These are actively taught in PSHE throughout the school – see Schemes of Work.

We use PSHE education as a vehicle to address diversity issues and to ensure equality for all through our fundamental ethos and principles.

This policy has also been created to work under the **Prevent** duty, **to reduce the likelihood of young people becoming radicalised and then engaging in any form of violent extremism**.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." *Russell Hobby NAHT General secretary 06/11*

In Primary Education we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi cultural and race issues. This policy is based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. The policy has been created with regard to the **Prevent** Duty to enable teachers to engage children in promoting a positive attitude to others with a focus on shared values whilst developing a high regard for

themselves. By building self esteem children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter. Through education we can enable children to think for themselves by providing many opportunities for discussing debating, researching, questioning etc set within the context of learning based on sound knowledge and understanding.

### **Intended outcomes**

We aim to achieve the following wider outcomes through PSHE Education. We aim to achieve these by engaging the children in active learning:

- To allow children the opportunities to be reflective and to think about their beliefs.
- To encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- To help children develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- To develop a sense that behaviour has consequences – and to learn to reason about how their behaviour affects others.
- To understand and respect that others may have viewpoints that are different to their own.
- To learn the skills that they will need in social situations as they grow up.
- To develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect.
- To develop tolerance of those with different faiths and beliefs. Through PSHE and life in the wider school community, children will learn to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- To develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others within school and their wider community.
- To begin to develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- In EYFS the children specifically work towards The Early Learning Goals outlined in 'Every Child Matters in the EYFS'.

## **Key Principles and Teaching**

### **Methodology**

At St. Margaret's we aim to use a variety of teaching techniques to engage pupils in active learning. Where appropriate work is recorded in books, but we accept that much of the PSHE work done by pupils will be through other means.

In the EYFS children learn through adult led and child led activities and through play, discussion and stories. These interlink with the other learning goals in the Early Years.

Teaching methods in KS1 and KS2 include:

Sides

Agony aunt/uncle

Consequences

Snowballing

Data Search

Plus, Minus, Interesting

Thinkers Keys

Fish bowl

Peer education.

Role play

Card sort.

Tour

Matching

Carousel  
Word storm  
Mind mapping  
Dilemma groups  
Debate  
Rounds  
Circle Time  
What happened next/before?  
Quizzes  
Silent Debate  
Yes, No, Maybe

We ensure learning 'starts from where pupils are' by taking the time to talk to pupils about what they know about a new topic and ensuring that this is taken into account when lessons are planned. Base line assessments are beginning to be used to guide planning as topics begin.

We seek to understand pupils' prior knowledge by talking to pupils and carers. As children move through the school we use mind maps and writing to assess starting points, as well as discussion and questioning strategies.

We try to ensure that sessions, including those on risky behaviours, remain positive in tone by ensuring that lessons provide a balanced view of the world and by reassuring pupils that most people make good choices for themselves.

We ensure cross-curricular learning by linking learning in PSHE with other curriculum areas where appropriate and ensuring that lessons link learning to real life for pupils.

### **What topics will be covered and when?**

At St. Margaret's:

Throughout the EYFS planning of Personal, Social and Emotional Development we cover 'Making Relationships', 'Self-confidence and Self Awareness' and 'Managing Feelings and Behaviour'.

In KS1 and KS2 the following broad themes are covered:

<b>Core Theme 1: Health and Wellbeing</b>	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
<b>Topic areas:</b> Healthy lifestyles Keeping safe Growing and changing	<b>Topic areas:</b> Healthy Relationships Feelings and emotions Valuing difference	<b>Topic areas:</b> Rights and responsibilities Taking care of the environment Money matters

These themes will be covered during the year at these times:

Autumn Term: Core theme 2 – Relationships and Core Theme 1 – Health and Wellbeing.

Spring Term: Core Theme 1 – Health and Relationships and Core Theme 2 – Relationships.

Summer Term: Core Theme 3 - Living in the Wider World.

St. Margaret's PSHE scheme of work outlines details of how these broad themes will be covered. These schemes have been devised from the PSHE Association schemes of work – taking into consideration what we feel is appropriate and important for pupils at St. Margaret's.

### **How will we assess this learning?**

At St. Margaret's we are aware that assessment can take a number of forms:

Baseline assessment - To determine need through gaining an understanding of prior learning, existing knowledge and abilities



Formative assessment - To provide reflection and evidence for use by both learners and providers, to decide where they are in their progress against agreed learning objectives, in order to determine where they need to go next and how to get there.

Summative Assessment - To summarise progress and achievement at the end of a piece/unit of work or period of time, against a set of criteria.

Teacher assessment, pupil assessment and peer assessment are used in PSHE lessons.

Assessment is just as necessary and valid in PSHE as in all other areas of learning.

We are beginning to develop assessment in PSHE by ensuring that children and teachers are aware of the learning objectives in PSHE lessons. Assessments are being trialled to enable children to reflect upon their learning and to enable staff to assess learning and progression in PSHE.

### **How will we involve and consult pupils?**

Our whole approach to PSHE has been developed with consideration of the knowledge that pupils already have. Staff listen to pupils and ensure that lessons start from where the pupils are and target PSHE lessons that include topics that the children show an interest in or express the wish to know more about.

### **How will we ensure inclusion and differentiate learning?**

We will identify pupils' different starting points by listening to our pupils and by providing opportunities during PSHE lessons and at other times, for children to be listened to.

We will respect pupils' unique starting points by providing opportunities for children to talk in small groups and by maintaining close links with parents and carers.

We will ensure that pupils with special educational needs receive access to PSHE education through careful consideration of each pupil as an individual. Issues that may

arise with SEN pupils are discussed with the SEN Coordinator. If deemed appropriate, outside sources can be approached for further advice.

### **How will parents and carers be involved?**

We are committed to working with parents and carers. This is fundamental to our whole approach to education.

We will offer support to parents and carers by providing access to material, where this is felt to be appropriate. We aim to communicate closely with parents and to keep them informed about what their child is learning across the curriculum.

Parents are informed about SRE lessons and before they commence are informed of their right to withdraw their child.

See SRE Policy.

In EYFS each child has a key person who liaises with parents and carers. Personal, Social and Emotional Development is one of the key aspects of this communication with parents and carers.

### **How will we ensure the curriculum is balanced?**

While promoting the values above, we will ensure that pupils are offered a balanced programme by providing a range of viewpoints which we hope will empower pupils to make informed and considered decisions as they grow up. We believe that this is a process and that having a balance of opinions and open discussions will best serve the needs of our pupils. We do not believe that this approach is incompatible with the values that we ultimately seek to promote.

### **How will we ensure that our equalities obligations are fulfilled?**

We understand that Governing bodies have responsibilities under the Equalities Act 2010 to ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex,

gender identity, religion or sexual orientation or whether they are looked after children. We respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

We ensure equality by showing sensitivity to the different needs of our pupils and by staff working together as a team to support each child as an individual. Our Staff Meetings always begin with discussions about children, to enable us to meet the needs of each individual child. We have an open door policy for parents to discuss any issues and we are always happy to discuss issues that parents raise with us.

We will assess the needs of different pupils through discussions with pupils, parents and colleagues.

We will review this policy every 3 years or in light of a perceived need, as assessed by the PSHE Co-ordinator or SLT.

### **Who will be responsible for teaching the programme?**

As of September 2016 the programme has been led by Mrs. Charlotte Mackle. The PSHE Programme is of particular interest to Mrs. Mackle as she has just completed a Psychology Degree. Close links are maintained with The Head of Early Years to ensure a coherent approach to PSHE/PSED across the school.

Where ever possible PSHE is taught by form teachers.

The PSHE Curriculum is supported by visitors. This year we aim to further develop our links with outside speakers to enhance our PSHE Programme. NSPCC speakers will visit during the Spring Term.

### **How will the PSHE education policy link to other school policies and other subjects on the curriculum?**

This policy supports/complements the following policies...

- Safeguarding
- Safeguarding - Drug and Alcohol policy

- Equality and Diversity Policy
- SRE Policy
- Early Years Policy
- Intimate Care Policy
- Special Educational Needs Policy

### **How will pupils' questions be answered?**

Pupils' questions will be answered with consideration of a child's readiness and prior learning. Where appropriate we aim to answer questions honestly but will always consider the needs of the pupil first. We aim to provide a safe learning environment in which children feel able to ask any question that they feel is important and we always aim to value questions that children ask. Staff know that it is perfectly acceptable to ask the child to wait for a response to give them time to consult with the LT. In these circumstances staff are always welcome to raise these questions with members of the LT.

Teachers may sometimes use anonymous question boxes when this is felt to be helpful.

### **The use of visitors to the classroom**

We will use external contributors in the following circumstances:

- St. Margaret's Staff always manage the learning and agree topics and outcomes with visitors before they are welcomed into the classroom.
- St. Margaret's staff are always present and try to arrange visits to complement the topics being discussed in lessons.

### **What is our policy on confidentiality?**

We will set ground rules at the beginning of lessons. Teachers and pupils are clear about issues that can and cannot be kept confidential. We also make visitors aware of our policy.

We will ensure confidentiality by ensuring that ground rules are clear, valued and agreed at the start of every lesson.

## **Timetabling PSHE education**

PSHE lessons are taught throughout the school. In EYFS PSED is integrated throughout all the areas of learning and development. From Y1 PSHE lessons are timetabled. Our Scheme of Work is based on the recommendations of the PSHE Association, although it has been adapted and changed to suit the needs of our pupils at this time.

## **Schools Council**

**The St. Margaret's School Council is run by the PSHE Co-ordinator. The School council members are elected each year from Years 3 to 5. Membership of the School Council is part of the roles of The Head and Deputy Head Boy and Girl, and the Senior Prefects.**

The programme developed by Schools Councils UK helps children to develop an understanding of their own ability to create positive change by:

- involving pupils in decision-making
- respecting pupils as partners in their own education
- involving the whole school community in developing and maintaining shared standards of behaviour.
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Purposes and aims:

The school council should help provide pupils with:

- a safe, happy, fair learning environment
- a forum to discuss and act upon matters that interest them and to voice their concerns.
- a structured opportunity to learn management and problem solving skills
- an opportunity to take an active part in the management of the school
- experience of democratic processes.

The school council should encourage pupils to develop:

- a sense of ownership over policy and practice
- a co-operative approach to reaching consensus over school issues, such as behaviour
- responsibility and ownership of the school community and environment

The school council should give pupils experience of:

- planning, organising and monitoring small projects
- speaking, listening and debating
- mediation and negotiation skills
- basic budgeting and managing money

The school council should prepare pupils for citizenship by:

- teaching them about roles, rights and responsibilities within the school system and in the community.

## Appendix 1

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study.

**English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.

**Mathematics:** aspects of financial capability, counting and sharing.

**Science:** (including drugs), sex, health, safety and the environment.

**Design & Technology:** health and safety, realising that people have needs as they generate design ideas, use of technology.

**ICT:** communicating with others via e-mail, finding information on the internet and checking its relevance. Learning about and implementing Internet safety and etiquette.

**History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.

**Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

**Art:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

**Music:** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.

**Physical Education:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

**RE:** religious and moral beliefs, knowledge and tolerance of other faiths, values and practices that underpin and influence personal and social issues and relationships.

### **PSHE and Citizenship Activities and School Events**

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

We also offer our pupils a variety of roles in school:

Head Boy/Girl, Prefects, Monitors, House Captains

Dining Hall table monitors

Play leaders

Librarians

Recycling duties

Register monitor and a host of other roles within the classroom

School Council members